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GUIDELINES FOR

MAX-ED

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***MASSACHUSETTS
EXPANDED EDUCATION PROGRAMS***

MASSACHUSETTS DEPARTMENT OF EDUCATION

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GUIDELINES FOR

MAX-ED

**MASSACHUSETTS
EXPANDED EDUCATION PROGRAMS**

**MASSACHUSETTS
DEPARTMENT OF EDUCATION**

PUBLICATION #6449 APPROVED BY ALFRED C. HOLLAND,
STATE PURCHASING AGENT



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FOREWORD

Beginning in October 1970 the Department of Education, as a result of a joint experiment with three of our school districts, has been encouraging high schools in the Commonwealth of Massachusetts to consider Open Campus programs as alternatives to traditional approaches to secondary education. With the support of the Board of Education, more than 40 school districts and 60 high schools have now adopted some form of Open Campus programs as a way to expand educational opportunities for their students.

The guidelines set down on the following pages, based on the experiences and recommendations of these schools, are to assist you in determining the possibilities and practicalities involved in the adoption of Open Campus programs (now called Massachusetts Expanded Education Programs, Max-Ed) for your high school.

Two years of study and evaluation have provided us with many indications that Max-Ed programs can be significant for students. In one report, 77 students in a community have been

involved with 57 different businesses during part of the school day. This figure represents 20 per cent of the enrollment of the 11th and 12th grades of that particular high school. These students have become active participants in the community and are thus acquiring a keen awareness of social and economic needs and opportunities.

I urge you to study these guidelines as you consider the needs of your students. The staff members of the Department's Regional Centers are ready to assist you should you wish to implement an expanded educational program in your high school.

THOMAS J. CURTIN
Commissioner of Education

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MAX-ED

(Massachusetts Expanded Education Programs)

PHILOSOPHY

Massachusetts' Expanded Education Programs (Open Campus) present avenues to a wide range of alternatives for students. They encourage *schools* to utilize the resources of society in the educational program. They encourage *students* to assume more responsibility for their own educational and social development. They bring a greater sense of reality into the educational process and involve the student in the processes of both the immediate and the greater community.

SUGGESTED GOALS FOR MAX-ED PROGRAMS

- 1 Increase the student's choice-making experiences by allowing him to develop alternative patterns for his own learning and assume responsibility for his unscheduled time.
- 2 Develop programs that increase the student's awareness of the needs of people and of his own needs.
- 3 Develop programs which utilize opportunities in the greater community to bring the student into the community and the community into the school.
- 4 Develop programs which promote understanding between students and teachers, the school and the community, and youth and adults through increased contacts and improved communications.
- 5 Develop programs designed for individuals which recognize the significance of learning environments other than the individualized instruction whereby the teacher acts as a facilitator for some students.
- 6 Enable the teacher to become increasingly concerned with the student's learning experiences and with creative programs.

REQUIRED COMPONENTS OF MAX-ED PROGRAMS

- 1 Each school shall establish an advisory committee composed of a cross section of the community. There should be a balanced representation of staff, students, and other members of the community. The advisory committee shall make recommendations relative to the school's program. The principal or his assistant shall be a member of the advisory committee.
- 2 Each MAX-ED program shall be submitted to the school committee with the recommendations of the principal and the superintendent. Approval of the school committee is required before the program is submitted to the state for final action.
- 3 Each MAX-ED program shall be submitted for approval to the appropriate regional center at least 60 days prior to the proposed date for implementation. The appropriate regional center of the Massachusetts Department of Education is expected to respond within 30 days of receipt of a proposal. In cases where the regional center has been closely involved in the development of the program, these deadlines may be waived.
- 4 Each MAX-ED program shall offer a variety of educational options for students utilizing the potential of the community as a resource.
- 5 Each school shall provide a full instructional day, as required by the Massachusetts Board of Education, for each student who is not participating in the MAX-ED program. It is not necessary that all students in the MAX-ED program carry a full load of regular subjects. Such a decision should depend upon the needs of the student.
- 6 Each MAX-ED program shall require a written request by each student for participation in the program and this request

- shall be endorsed by the parent or guardian. This written evidence from the parent releases the school of responsibility for accidents which might occur while the student is off the school grounds participating in MAX-ED programs. Approval of the form of the release shall be obtained in writing from the town counsel or the city solicitor. (See Appendix I for a sample contract form.)
- 7 Each MAX-ED program shall clearly state the ways in which the program will be implemented and will additionally include:
 - A A statement of eligibility for student participation in MAX-ED.
 - B Regulatory policies for all students who are participating in MAX-ED.
 - C A statement pertaining to the removal of a student from the program for cause.
 - D Proposed starting date of the program.
 - 8 Each MAX-ED program shall be evaluated locally. An evaluation shall be made during the first school year that the program is in operation. Subsequent evaluation shall be made at least at two-year intervals thereafter. Results of evaluations must be submitted to the state at least 30 days prior to requests for re-approval of the program in those years when evaluation is required.
 - 9 Requests for re-approval of programs must be submitted at least 30 days prior to implementation of the program. The request need contain only changes or addenda to the original program. In those cases where the state does not approve a program, the reasons for disapproval shall be documented and returned within 15 days.
 - 10 When the MAX-ED program has been approved by the school committee, the superintendent of schools shall submit a letter indicating the date of such approval along with ten copies of the proposal to the appropriate regional office of the Massachusetts Department of Education.

RECOMMENDED COMPONENTS OF MAX-ED PROGRAMS

- 1 A full-time coordinator for the program is essential for full utilization of all the educational possibilities which are inherent in MAX-ED. The necessity for making continuing community contacts to develop the off-campus opportunities is obvious. Perhaps even more crucial is the need to keep in close touch with these off-campus opportunities to ascertain their success for the student and for the cooperating agency, as well.

The on-campus aspects of the program can also be very time-consuming since they involve planning and organization of learning opportunities and the guidance of students relative to the choices that they have available.

- 2 Clerical assistance must be made available to the coordinator if the program is to function effectively. Many schools have found, for example, that the reduced contact with students under these programs has necessitated adding clerical help to handle attendance records.
- 3 Each MAX-ED program should make available to the parent an insurance program which will cover the student while he is off the school grounds under the auspices of the MAX-ED program.
- 4 Each MAX-ED proposal should provide the following information about student enrollment:
 - A The number of students in each grade expected to participate in the program.
 - B The number of students in each grade not expected to participate in the program.
 - C Total enrollment of the school and enrollment of the school by grade at this time.

- 5 Budgetary provisions will be necessary to cover these probable expenses:
 - A Additional personnel.
 - B Transportation costs involved in greater use of the community, staff travel, etc.
 - C Support for innovative teaching techniques, a broadened curriculum, etc.
 - D Increased support for auditorium programs, consultants, new scheduling techniques, etc.
- 6 Each option provided for students should be supported by the following information available in the school files:
 - A A commitment in writing from the sponsor (excluding staff).
 - B A description of the experience to be offered.
 - C An indication of the number of hours per week per student that could be involved.
 - D A statement of the number of students that could be handled.
- 7 All schools involved in planning MAX-ED programs should seek help from their regional centers. Cooperation in the planning process can facilitate approval.
- 8 The MAX-ED evaluation should contain at least the following elements:
 - A A design to measure stated goals of the local MAX-ED program.
 - B An analysis of the involvement of students in the educational options. (See Appendix II for examples of options.)
 - C An opinion survey of a random sampling of students, teachers, parents and involved citizens.

These guidelines are effective only through June 1975 and may be revised at an earlier date.

APPENDIX I

SAMPLE CONTRACT FORMS

- A. Open Campus Contract**
- B. Off Campus Contract (limited)**

APPENDIX I. A.

SAMPLE HIGH SCHOOL OPEN CAMPUS CONTRACT For Phase II – January, 1972

The _____ High School Open Campus Plan is an educational experience for students during their **study hall** time only. Students, with the approval of their parents, will only be required to be present in the high school when they have a scheduled class and during X periods on day 1, 3, 4, 5, 6. Available to students will be a quiet study room, the cafeteria, the library, and other special areas throughout the school. Students will also have the opportunity to attend mini-courses, do research projects, tutor students, do voluntary work in the community, and otherwise gain valuable work and educational experience.

The student must accept greater responsibility for the use of his time, and he is still **REQUIRED TO ATTEND ALL OF HIS CLASSES AND TO BE ON TIME.** The parent's responsibility is to assure that all time is used profitably by his child. Violations such as lateness or class cutting will mean revocation of the privilege.

I, _____, understand and I agree that if my son/daughter leaves the school grounds during the school day, **WITH OR WITHOUT A CAR**, under the High School Open Campus Plan, the school staff, administration, school committee, and the Town of _____ will not be responsible for accident or injury to him/her while off the school grounds.

1. I have read and I understand the above procedures and responsibilities. I authorize my son/daughter, _____, to participate in Phase II of the Open Campus Plan, and I assume responsibility for him/her when he/she is off school property.

Date

Parent's Signature

OR

2. I prefer that my son/daughter, _____, remain in Phase I only.

Date

Parent's Signature

I, _____, Have read and I understand the above procedures and responsibilities governing the High School Open Campus Plan Phase II, and I agree to abide by them. I also agree that if I choose to leave the school building and grounds, I **WILL DO SO PROMPTLY, WITHOUT LOITERING AROUND OR NEAR THE SCHOOL BUILDING OR ADJACENT AREAS.** Noisy conduct in the corridors during the first period, the last period, or at any time during the day may result in the revocation of the Open Campus privilege. I understand and I agree that all the Campus privileges will be revoked for any infraction of the above-mentioned procedures and agreements.

Date

Class

Student's Signature

APPENDIX I. B.

SAMPLE _____ HIGH SCHOOL

OFF-CAMPUS CONTRACT

I hereby authorize my son/daughter to participate in the following off-campus activity during the school day:

Description of off-campus activity

Day (s) _____

Time of day _____

Transportation: If necessary, transportation will be provided by the student or his parent, subject to all rules of traffic safety. Violations of these rules will suspend the off-campus activity.

Make of Car _____

Registration Number _____

Parent's Signature

Approval of Open Campus Coordinator _____

I accept full responsibility for carrying out the above activity in accordance with the rules and regulations of the Open Campus Program.

Date

Student's Signature

APPENDIX II

EXAMPLES OF OPTIONS

- A. Off-Campus**
- B. On-Campus**
- C. Mini Courses**

APPENDIX II. A.

EXAMPLES OF OFF-CAMPUS OPTIONS

Nursing homes

Schools: elementary, junior high, private, nurseries

Federal or state offices, laboratories, etc.

Animal hospitals

Head Start programs

Dental offices

Physicians' offices

Banks

Child guidance clinics

METCO programs

Police department

Radio and television stations

Newspapers

Junior Achievement

Hospitals

Fire department

Public library

Municipal offices

School-related employment

Tutoring (in other schools)

APPENDIX II. B.

EXAMPLES OF ON-CAMPUS OPTIONS

Tutoring

Staff aides

Library aides

Study halls

Library work

Student lounges

Extra help sessions

Independent study

Mini courses (see Appendix II. C.)

APPENDIX II. C.

MINI COURSES

The following list represents courses offered in one of the open campus high schools during the 1971-72 year.

A

Advanced French
Analysis
Art
Automobile Use and Abuse

B

Badminton
Banking
Basic Drawing
Basketball
Bridge

C

Careers for Women in Business
Careers in Elementary Teaching
Careers in Secondary and College Teaching
Checkers
Chess for Beginners
Children's Games
Choral Reading
Chromatography
College Admissions Workshop
The College Drop-Out
Comparative Religion
Comparison of Culture
Computer Application of Chemistry and Physics
Computer Instruction
Conservation
Construction

The Contemporary Musician Speaks
Contemporary Northern Ireland
Conversational Hebrew
The Cooperative Way to a College Education
Coppercraft
Crewel
Current Trends in Music

D

Data Processing
Dentistry
Drafting
Dramatic Workshop
Drug Seminar

E

Ecology Drama—Year 2525
Employment Opportunities Beyond High School
Experimental Studies in Foreign Foods
Extra Sensory Perception

F

Facility in Reading
Family Relationships and Family Contract
Football for Spectators

G

German for Beginners
Guitar Instruction
Gymnastics

H

Hairdressing
Hinduism
Historical Research Techniques
How to Apply for a Job
How to Buy a Used Car
How to Choose a College
How to Get a Novice Ham Radio License
How to Read a College Catalog
How to Write a Term Paper
Hunter Safety and Places to Hunt

I

Introduction to Business Machines
Introduction to the Stock Market
I Wish I'd Known That Before I Went to College

J

Junior Achievement

L

Laboratory Experiments in Chromatography
Landscaping and Horticulture
Latin Achievement
Law Enforcement as a Career
Logarithms

M

Mixed Chorus
Music of South India
Myth of Schooling

N

Needlework for Girls
Notetaking

O

Office Machines
Oral Interpretation
Orderly Training
Organic Cooking

P

Penology
The Personal and Social Problems of High School Students
Personalities in Music
Philosophical Foundations of Communism
Photography
The Politician
Population
Practical Aspects of Civil Defense
Preparation for Achievement Test in Chemistry
Preparation for Achievement Test in French
Preparation for Achievement Test in Latin
Preparation for Achievement Test in Math
Preparation for Scholastic Aptitude Test in Math
Preparation for Verbal Scholastic Aptitude Test
Production of French Magazine

R

Reading and Understanding French is Fun
Recorder Class
Reflection Workshop
Retailing
The Role of the School Board

S

Science Demonstrations for Elementary Schools
Sea Gull Workshop

S (continued)

Selecting Your Second Choice College
Senior Life Saving
Sewing
Shop
Ski Repairing
Slide Rule
Soccer
Spanish College Board Review
Sports for Spectators
Stenotyping
A Structural Approach to Spanish
Student Rights
Study Skills
Surveying

T

Technical Drama
Techniques and Fundamentals of Sports
Ten Key Calculator

T (continued)

Ten Speed Bike Repair
Tennis
The Test: Is It A Thing of the Past?
Tumbling
Typewriting Lab

V

Versification Workshop
Volleyball

W

What Is Good Teaching?
Women's Changing Role in the 70's

Y

Yoga
You and Your College Boards

OUTSIDE PEOPLE WHO HAVE OFFERED MINI COURSES AT A MASSACHUSETTS HIGH SCHOOL PARTICIPATING IN MAX-ED

1. Hairdresser, beautician
2. Owner of local men's clothing store
3. Professors of education, state colleges
4. Bank manager
5. Lieutenant, police department
6. Airline pilot
7. Chairman, conservation commission
8. Principal, religious school
9. Representative, Careers for Women in Business
10. Principal, elementary school
11. Principal, junior high school
12. Chairman, school committee
13. Superintendent of schools
14. Dentist
15. Representative, Associated General Contractors of Massachusetts
16. Extra sensory perception demonstrator
17. Representative, Junior Achievement
18. Former student, Indian music program
19. Citizen, Experiments in Foreign Foods
20. Citizen, preparation for verbal Scholastic Aptitude Tests
21. City counsellor
22. State representative
23. United States congressman
24. Ex-convict
25. Professor of psychology, state college
26. Representative, Zero Population Growth (ZPG)
27. YMCA director
28. Lawyer, American Civil Liberties Union

29. Representatives, hospital
30. Representatives, nursing home
31. Representatives, Massachusetts Attorney General's Office
32. Representative, Adolescent Counseling in Development (ACID)
33. Professor of law, state college
34. Reading coordinator, state college
35. Director, Education for Living program
36. Teacher, Education for Living program
37. Representatives, drug rehabilitation center
38. Representative, child guidance clinic
39. Student, Massachusetts Institute of Technology
40. Representative, Cambridge Poetry Collection
41. Community Chairman, Metropolitan Council for Educational Opportunity (METCO)
42. Airline stewardess
43. Professor of dental technology
44. Representative, life insurance company
45. Sheriff

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